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ABSTRACT

This bibliography is designed to provide Americans who are working with Indochinese refugee adults with an idea of what materials are commercially available in the field of teaching English as a second language. Materials were chosen because they have been successfully used with Indochinese refugees over the last three years, or because they have been identified as needed. The focus is on the needs of the adult refugee who is planning employment or vocational training. The annotations refer to materials as being on the beginning, intermediate, or advanced level; this scale refers to ability to speak English and is not the same as level of education. The bibliography includes English as a second language (ESL) texts with emphases on course texts, pronunciation and fluency, readers, writing texts, vocabulary and idioms, grammar practice, ESL tests, and student references. Supplementary materials listed include ESL in specific vocational areas, employment skills, and survival skills. Teacher aids and information on the languages and cultures of the refugees are also covered. (SW)

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Indochinese Refugee Education Guides

ADULT EDUCATION SERIES #2: A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults

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Explanatory Notes

The purpose of this bibliography is to provide Americans who are working with Indochinese refugee adults with an idea of what is commercially available in the way of materials to teach them English, or ESL. (ESL, English as a Second Language, is the acronym commonly used to distinguish English-teaching to non-English speakers from English-teaching to native speakers.)

In general, the materials we have listed were chosen because they have been successfully used with Indochinese refugees over the last three years, or because they fill a need which we have discovered through the phone calls and letters which have come to the Clearinghouse. We have focused on the needs of the adult refugees who is headed for employment or vocational training, rather than the refugee who is planning to go to college; a bibliography of materials for the college-bound ESL student is available from ERIC Document Reproduction Service (we have listed it in Section III, on page 34).

Throughout the bibliography, we refer to the structures of English. These are the sentence patterns of the language, seen from the point of view of the non-English-speaking student and his teacher, for example the English regular plural (cat, cats; dog, dogs; horse, horses), word order inversion in questions (He saw a cat, Did he see a cat?), or tenses (He is learning English, He learns English). The heart of any ESL class or program should be the teaching of these structures and their meanings and use; an ESL student's ability in English is pretty much determined by how many of the structures he can use in understanding English speakers and expressing his own ideas.

In writing the annotations for this bibliography, we have often referred to materials as being on the beginning, intermediate or advanced level. We very roughly define a beginning student as one who doesn't know any English, of course - but also one who might know a lot of vocabulary, from having lived in the United States for a while, but who doesn't know how to use the vocabulary in sentences. We define an intermediate ESL student as one who can use simple sentences and tenses, and who knows enough vocabulary to get along on a basic level on his job or in everyday situations on the street. The advanced student, according to our criteria, is either one who has studied English grammar in his own country, and can conjugate verbs just fine but has problems with understanding spoken English and speaking it, or one who has control of most of the tenses and complex sentence structures, along with a fairly wide vocabulary.

The beginning-intermediate-advanced scale refers to ability to speak English; it is not the same as level of education. While the amount of education a refugee adult has had is of paramount importance in deciding what kind of an ESL class best serves his purposes, it is obviously not the case that a refugee with a lot of education is automatically an advanced ESL student (he might not speak any English at all), or that an illiterate tribesman is automatically a beginning ESL student (he might have had extensive contact with American soldiers, and picked up a lot of English).

In all of the listings, we have quoted prices as being "about ....". We have discovered with previous bibliographies that exact prices tend to have become obsolete before the bibliography even gets back from the printer; our

listing of price, therefore, is intended to tell you what range (whether $5.00 or $50.00) the materials are in. The figures were arrived at by upping the current (August 1978) price by about fifty cents, and rounding it off. The price given is for a single copy at the most expensive rate; if you order several copies, the price per copy is likely to be lower. In any event, call the publisher before writing a check or doing up a purchase order.

I. A. ESL Course Texts

An ESL course text like the ones presented in this section should form the nucleus of the curriculum of an ESL program for refugees, whatever the goals of the program are. The text will provide a sequence for the teacher to follow and to amplify; equally importantly, it will provide the students with a concrete framework within which their ESL lessons are structured, so that they can tell from day to day what they are learning and how far they have progressed. (This kind of framework is especially crucial with refugee students from low educational backgrounds, who need all the help they can get in learning in a classroom situation.)

Basic texts are either extensive, in that they cover all or nearly all the sentence patterns of English, or survival, in that they cover enough of the sentence patterns to enable the student to get around. Refugees who are headed for vocational training in English will need an extensive program and text, as they will ultimately have to be able to handle classes which will be geared to native speakers of English. Refugees who are headed for immediate employment, or who want to learn English to get around, will do better with a survival text. If you have students with varying employment goals, you might try starting out with a survival text, then switching to the appropriate level of one of the extensive texts.

The texts listed in this section were chosen for the ease with which they can be amplified to include vocational vocabulary and exercises, and for the success rate they have had in ESL programs for refugees over the last three years.

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Hall, Eugene J. and Sandra Costinett. Orientation in American English. Silver Spring, MD: Institute for Modern Languages, 1971.

Student books I - VI, about $4.50 each; teachers' manual, about $5.50; workbooks, about $3.00 each; tapes, about $195. per set; cassettes, about $95 per set; readers for books II - VI, about $3.50 each; placement test for 30 students, about $80.; proficiency tests for each level (for 10 students), from $15. to $40.

Series for secondary students and adults, using Situational Reinforcement, a methodology which presents the language by situation, rather than by linguistic structure. Available separately are Communications Skillbooks, which reinforce the grammatical structures presented in the OAE books, and emphasize reading and writing skills. This series works best with refugees who have some English; the beginning levels are best used with bilingual aides.

Iwatake, Sadae et al. English as a Second Language, A New Approach for the 21st Century. San Juan Capistrano, CA: MODULEARN, Inc., 1975.

Series is published in volumes, and priced per volume; not all volumes are necessary. A typical set of materials for a class of twenty Indochinese students and their teacher costs about $141.

A survival course, developed for Asian adult students on the west coast, and particularly appropriate for Indochinese adults headed for immediate employment. It has also been used as the first lap of extensive programs. There are supplements for Vietnamese (Vol. 10) and Cambodian (Vol. 11) students. The teachers' manual (Vol. 1) is especially useful for the inexperienced ESL teacher. Caution: the intermediate level (Vol. 6) does not pick up where the beginning level ends.

Lado, Robert. Lado English Series. New York: Regents, 1970.

Student books I - VI, about $2.50; workbooks, about $1.50; teachers manuals (one per level), about $3.25; cassettes (set of eight per level), about $65. per set.

Extensive series for adults, teaching ESL through classic audio-lingual techniques. Books I - III concentrate on pattern practice, dialogues and pronunciation drills; Books IV - VI focus more on communication.

Mackey, Ilonka Schmidt. English 1: A Basic Course for Adults. Rowley, Mass.: Newbury House, 1972.

Students' book, about $3.50; teachers' manual, about $5.00.

A survival text, expecially useful in tutoring situations; the aim of the text is to provide newcomers with the English they need immediately on arrival. A feature of the text is its focus on vocabulary relevant to the needs of adults in getting around an English-speaking community. Teachers' manual is explicit, and especially useful for the inexperienced ESL teacher or tutor.

Mellgren, Lars, and Michael Walker. New Horizons in English. Reading, MA: Addison-Wesley, 1974.

Students' books I - VI, about $2.50 each; workbooks, about $1.50 each; cassettes for each book, about $55. Teachers' editions, about $3.35 (for I, II, V, and VI) $4.25 (for III and IV).

Series for high school students and above, teaching beginning and intermediate ESL. Text is based extensively on two- and four-color drawings, which provide material for drills and dialogues. Teachers' guides have notes for inexperienced ESL teachers, and suggestions for experienced teachers as well. There are sections in each unit of the student books which the student can do on his own, or in small groups.

Sampson, Gloria P. New Routes to English, Books I - VI. New York: Collier Macmillan, 1977.

Students' books, about $2.50 each; teachers' manuals (one per book), about $3.00 each; tapes (one set per book), about $100. per set; cassettes (one set per book) about $100. per set.

Extensive, general series for secondary students and older, focusing on sequenced presentation of functionally useful structures, but incorporating communication exercises, vocabulary and pronunciation.

Slager, W. R., Project Director. English For Today, 2nd Ed. New York: McGraw-Hill, 1972.

Books I - VI, about $5.00 each; workbooks, about $1.50 each; tapes or cassettes for I - III, about $200. per set; teachers' editions of I - VI, about $6.50 each.

Widely used and respected series, a special edition of which was used in Vietnam. Books I - III present close to the entire range of English structures, carefully sequenced, and presented and practiced through a variety of meaningful drills and activities. Reading and writing are included in lessons from the beginning. The series was intended for junior high and high school students; Book I, especially, is aimed a bit young for adult refugee classes. The teachers' editions were written with the inexperienced ESL teacher in mind, and contain a wealth of background information, hints for adapting lessons, and teaching strategies. Books IV - VI present a review of structures, and get into English and American literature and theme writing; they are too high-pitched for the needs of refugees going into vocational training or immediate employment. But Books II and III have been widely and successfully used (Book II nicely follows any of the survival texts, as it has a systematic review of the materials presented in Book I in its first unit) in ESL programs preparing refugees for vocational training in English.

Yorkey, Richard C. et al. English for International Communication. New York: American Book Co., 1977, 1978.

Students' books I - VI, about $2.50 each; teachers' manual (one per book), about $3.50 each; workbooks, about $1.00 each; teachers' manual for each workbook, about $1.00 each; cassettes (one set per book) for I - III, about $55. per set.

New series for secondary students or older - there have been no reports from teachers who have used it with refugee students. Books I - III are for beginners; IV and V for intermediates; and VI is for advanced students. Lessons contain listening, pronunciation, silent reading, writing and communication activities. Teachers' manuals include learning objectives, grammatical explanations, suggestions for additional activities, and tests.

I.B. Pronunciation and Fluency Texts

Pronunciation texts or lessons deal with specific problems that ESL students have with pronunciation, such as the inability to hear the difference between, say b and v, and the corresponding difficulty in pronouncing the two sounds. (The specific problems an ESL student has are almost always traceable to differences between the sound system of English and that of his native language.) A pronunciation text will tackle pronunciation problems one at a time, providing the teacher with materials with which to teach students first to distinguish b from v, and then to pronounce them so that they can be understood by native English speakers. The idea behind a pronunciation text is to teach pronunciation in an organized fashion, rather than correct students' mistakes at random.

Most pronunciation texts use a transcription system to get around the inconsistencies of the English spelling system. The use of the symbol [ə], for example, in discussing the pronunciation of the vowels in flood, does, done, but and tough, will hopefully show the student that these vowels are all pronounced the same, despite the spelling system. Any text using a transcription system will explain the symbols used, and the symbols are usually chosen to be as intelligible as possible to non-linguists or -phoneticists.

If you are teaching Vietnamese students, you should keep in mind that a commercially available pronunciation text (which of necessity is for use with students of many different backgrounds) will not tackle pronunciation problems in sufficient detail to be of much use to your Vietnamese students. We have listed all the pronunciation texts we know of which deal specifically with the problems of Vietnamese speakers.

Conversation or fluency texts are designed to provide teachers and students with something to talk about. They are for the most part to be used with students who have already learned some English (it's pointless and discouraging to try to engage students in conversation if they haven't learned the structures which express what you want them to say). If your students have had training in English grammar, but need practice in everyday communication, a conversation text will suit their needs.

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Black, Colin. A Handbook of Free Conversation. New York: Oxford University Press, 1970. About $1.50.

A guide to planning and conducting free conversation. Seventeen subjects of conversation suitable for adults are introduced in paragraphs, then followed by lists of vocabulary likely to be useful and questions to generate conversation. For intermediate or advanced ESL students.

Bowen, J. Donald. Patterns of English Pronunciation. Rowley, MA: Newbury House, 1975. About $7.00.

A graded presentation of the sounds of English, first individually, then in combinations, for students on any ESL level. A transcription system is used, and there are lots of exercises.

Campbell, Russell N. English for Vietnamese Speakers, Vol. I, Pronunciation. Arlington, VA: ERIC Document Reproduction Service, 1960. 151 pp.; microfiche is $.83, hard copy is $8.69, plus $.45 postage.

This is the first volume of an experimental edition of a project done by the Southeast Asian Regional English Project. It is a series of lessons on every conceivable problem a Vietnamese speaker might have in speaking English. Each of the thirty-two lessons has a teacher's guide for presenting and teaching the lesson, and a student's guide for pronunciation practive. Order (prepayment is necessary) through ERIC Document Reproduction Service (EDRS); refer to the document number ED 112 657.

Costinett, Sandra. Advanced Readings and Conversations. Silver Spring, MD: Institute for Modern Languages, 1973. About $4.50.

Fluency practice for secondary students and adults. Topics are relatively sophisticated, e.g. theories of history. Lessons include a reading selection, comprehension and vocabulary practice, and work on grammar.

Dobson, Julia M. and Frank Sedwick. Conversation in English: Points of Departure. New York: American Book Co., 1975. About $4.50.

A widely-used book of lessons designed to generate composition as well as conversation. Each lesson is built around a detailed drawing of an everyday situation. Vocabulary relevant to the drawing is listed, then comprehension questions, then questions to be used as springboards for conversation. The lesson ends with suggestions for composition topics.

Dubin, Fraida, and Myrna Margol. It's Time To Talk: Communication Activities for Learning English as a New Language. Englewood Cliffs, N.J.: Prentice-Hall, 1977. 214 pp., about $7.50. Teachers' manual accompanies orders.

A book of carefully organized activities designed to give the intermediate to advanced ESL student practice in using his English. Activities range from an ESL-ized version of scissors-paper-and-stone, through discussions of favorite ice cream flavors, to discussions of ethical dilemmas and retellings of myths and fairy tales.

English Language Services, Inc. Drills and Exercises in English Pronunciation. New York: Collier-Macmillan, 1971. About $4.25 per book.

Texts to be used on any level. Book I deals with consonants and vowels; Book II with stress and intonation; Book III with more stress and intonation. Introductions to each book include suggestions for teachers.

Hall, Eugene J. Practical Conversation in English. New York: Regents, 1965. About $2.50.

Graded series of conversation books for beginning (Book I), intermediate (Book II), and advanced (Book III) students. Tapes and/or cassettes available. Models for conversations in a variety of situations, with brief structural information, pronunciation helps, and so on.

Morley, Joan. Improving Aural Comprehension. Ann Arbor: University of Michigan Press, 1972. Students' book, about $5.50; teachers' book of readings, about $4.50.

Widely used, carefully structured program of purposeful listening to improve aural comprehension. Tapes are available. Can be used as a text for aural comprehension, or as a supplementary text.

National Indochinese Clearinghouse, Center for Applied Linguistics. Pronunciation exercises for speakers of Vietnamese, Lao and Khmer. Arlington, VA: Center for Applied Linguistics.

Pronunciation lessons geared to the problems that speakers of the various languages will have.

Adult Education Series #7. "English Pronunciation Exercises for Speakers of Vietnamese," 1977. Twenty-eight lessons, with a fairly detailed discussion of pronunciation teaching techniques, focussing especially on final consonants and consonant clusters. The lessons are modeled after those in Nilsen and Nilsen's Pronunciation Contrasts in English annotated below.

General Information Series #18. "Teaching English to Cambodians," 1978. English pronunciation exercises on points likely to give trouble to Cambodian students. Preceded by a discussion of the Khmer language and alphabet, and specific suggestions for teaching the English alphabet to Cambodians.

General Information Series #19. "Teaching English to Speakers of Lao," 1978. English pronunciation exercises on problem points for Lao speakers, preceded by information on the Lao language and alphabet.

Nilsen, Don, and Alleen Pace Nilsen. Pronunciation Contrasts in English. New York: Regents, 1971. About $2.75.

A book of lessons on particular pronunciation problems, with lists of languages the speakers of which have the problems. The only refugee language so listed is Vietnamese, and then only when the problem is shared by speakers of several other languages. Teachers of Laos, Cambodians and Hmongs will find the book useful even though these languages aren't listed: Hmongs, for example, have trouble distinguishing b and v, and there's a lesson on that contrast. The introduction has suggestions for teaching pronunciation; the lessons consist of minimal pairs (vat vs. bat), minimal sentences (Use that for the base vs. Use that for the vase), and sentences with contextual cues (This vest is best).

Prator, Clifford H., Jr., and Betty Wallace Robinett. Manual of American English Pronunciation, Rev. Ed. New York: Holt Rinehart and Winston, 1972. About $7.00.

A manual for advanced students, built around a frequency count of UCLA foreign student errors. Purpose of the manual is to make the student's speech as intelligible as possible.

Vietnamese American Association. English for Today: Supplementary Pronunciation Drills, Books 1 and 2. Arlington, VA: ERIC Document Reproduction Service, 1960. 133 pp.; microfiche copy is $.83; hard copy is $7.35, plus $.45 postage.

A series of pronunciation lessons (mostly lists of minimal pairs) to accompany the text English For Today, which was adapted for national use in Vietnam. Book 1 deals with single sounds, Book 2 with consonant clusters. Order (prepayment is necessary) from ERIC Document Reproduction Service; refer to the document number ED 112 656.

I.C. ESL Readers

ESL readers differ from readers for native speakers of English. Their contents are selected not only with an eye to vocabulary, but also from a consideration of the complexity of sentence structure from a language teaching point of view. Beginning ESL readers, for example, might be written entirely in the present tense, and contain only simple sentences.

While there is a very rough correlation between reading level and ESL level (you can assume that something written on the second grade reading level will be easier for ESL students than something on the eighth grade reading level), materials written for low-level readers who are native speakers of English aren't automatically suitable for ESL students.

ALL ESL readers written to date are based on the assumption that the ESL students are literate in their own language, and so none of them teach literacy skills per se. For materials to help refugees who are illiterate in their own languages, see Section II.C.

There is a wide variety of ESL readers available, on all levels of ESL and on all sorts of topics. An extensive bibliography of these (the National Indochinese Clearinghouse's Adult Education Series #4, "ESL Reading Materials for Adults") is available through the ERIC Document Reproduction Service (whose address is in the list of publishers in Section V); its document number is ED 129 062, and it costs $1.67.

The readers annotated here have been chosen mostly for topic: we have focussed on those that discuss everyday coping skills and aspects of employment. The items in this section differ from those in sections II.B. and II.C. in that the ones here teach reading skills, whereas the ones in the other sections are primarily for presenting information.

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Alesi, Gladys, and Dora Pantell. Family Life in the U.S.A. New York: Regents, 1962. About $2.00.

A series of short reading lessons which tell the story of an immigrant family in the U.S. The reading passages are graded, and are followed by comprehension, grammar, pronunciation and conversation exercises. Suitable in level and content for intermediate-level ESL classes for adults.

Allen, Dan and Richard Hall, eds. New Lives in the New World. New York: Collier-Macmillan International, 1975. About $2.00.

Original stories by non-native speakers of English, recounting their experiences in the United States. Vocabulary is controlled to 4,000 words, texts are on intermediate and advanced level.

Baygell, Miriam Levitt, and Anne Ackerman. All in a Day's Work. New York: Globe Book Company, 1974. About $4.00.

A collection of very short articles about people at work: the mailman, gardener, cashier, telephone operator, and so on. Passages are arranged in order of increasing length - about one short paragraph to a page. Content is adult, but reading level is second-third grade, and therefore adaptable for intermediate ESL classes. Comprehension, word study, and writing exercises are given. Teachers' guide available.

Bodman, Jean, and Michael Lanzano. No Hot Water Tonight. New York: Collier-Macmillan International, 1975. About $5.00.

A widely used, very popular reader to accompany any beginning text. Structures are controlled, but vocabulary is more extensive than is usual with beginning readers, and heavily urban-oriented. Passages are short, and accompanied by varied exercises in comprehension, grammar and word study; they are built around everyday situations such as renting apartments, buying something on sale, complaining to a landlord, and so on.

Costinett, Sandra. Structured Readings in English. Washington, D.C.: Transemantics, Inc., 1970. About $2.50 per book.

Supplementary readers to be used with a basic ESL text. First book bases readings on the verb be in simple present, and the second book introduces other verbs in simple present. Passages are adult in content, and are followed by comprehension and discussion exercises, and structure and vocabulary drills.

Doty, Gladys, and Janet Ross. Language and Life in the U.S.A., 3rd ed. New York: Harper and Row, 1973. Vol. I, about $6.50; Vol. II, about $3.50.

A widely used reader and review for intermediate and advanced ESL students. Vol. I, Communicating in English, contains comprehension, grammar, pronunciation and writing exercises to improve spoken English and polish writing skills. There are useful appendices at the end of the book, and tear-out worksheets. Vol. II, Readings in English, contains seventeen original readings on various aspects of American life; each reading is accompanied by word study, reading suggestions, and comprehension exercises.

English Language Services. Readings and Conversations - about the United States, Its People, Its History, and Its Customs. Portland, Oregon: English Language Services, 1976. Vols. I and II, about $3.00 each; tapes, about $65. per set; cassettes, about $80. per set.

An introduction to American life for advanced students, in the shape of twenty lessons, ten introduced by reading passages, the other ten by conversations. The reading selections are presented in a variety of styles, and the conversations introduce idiomatic colloquial language. Topics include American history, government, education, holidays, sports, entertainment, art and music. Passages are followed by vocabulary drills, writing exercises, and punctuation exercises.

McGillivray, James H. and James R. Echols. People at Work. New York: American Book Company, 1961. About $7.00.

A reader for beginning ESL students, introducing a variety of occupations and activities and giving an overview of basic American industries and economic institutions. Each lesson is presented as a narrative and as a play; vocabulary is controlled to 600 words. Drills and exercises follow each lesson.

Neustadt, Bertha C. Speaking of the U.S.A.: A Reader for Discussion. New York: Harper and Row, 1975. About $6.50.

Six reading sections for advanced students dealing with aspects of contemporary American life: libraries, the American government, education and the family, and so on. Each section contains word study, comprehension questions, and discussion and composition topics.

Pimsleur, Paul, and Donald Berger. Encounters: A Basic Reader. New York: Harcourt Brace Jovanovich, 1974. About $5.50.

A widely used collection of simplified newspaper articles, for intermediate and advanced ESL students. The articles get gradually harder, and new vocabulary is evenly spaced to provide practice in getting meaning from context. Topics are of general adult interest. Each article is followed by vocabulary, grammar and comprehension exercises.

Saitz, R. L. and Francine B. Stieglitz. Challenge: A First Reader/Workbook in English. Cambridge, Mass.: Winthrop Publishers, 1978. About $7.50.

For secondary students on low intermediate - intermediate level of ESL, but usable with adult students. A collection of both simplified and original readings, accompanied by exercises on grammatical points, vocabulary, and practical matters like reading maps, looking words up in the dictionary, and so on.

SRA. Multi-Read A: A Multilevel Reading Kit. Chicago, Ill.: Science Research Associates, Inc., 1978. About $130. per kit

SRA Reading Laboratory Kits are carefully designed, beautifully packaged programs wherein students read through a series of units at their own pace. SRA kits have been successfully and enthusiastically used in all kinds of ESL situations; their major value is in intensive programs, as a productive change of pace for students combined with a breather for teachers. This kit was developed in England and France, and was written specifically for

ESL students. It is aimed at those on the intermediate level, and focusses on functional reading skills for day to day living. Each reading unit is accompanied by comprehension and vocabulary exercises. The reading passages and examples are in British English.

SRA. Multi-Read 2: A Multilevel Reading Kit. Chicago, Ill.: Science Research Associates, Inc., 1971. About $140. per kit.

See the previous annotation for a general description of SRA kits. Multi-Read 2 is more general in scope than Multi-Read A, involving a variety of stories, articles and so on of general interest to adults. It is also aimed at students on a higher level: high intermediate and advanced.

I.D. ESL Writing Texts

ESL writing texts are for the most part aimed at students who are headed for college work, or for jobs which require written reports. Older texts, written at the time when it was considered best to postpone reading and writing until the student had learned to speak English pretty well, typically function as a bridge from the spoken to the written language; they are therefore pitched at the intermediate or advanced ESL student. Newer texts, based on the assumption that writing instruction is appropriate from the beginning, are sometimes designed to be used by beginning students. Whatever level writing texts are written for, however, they assume that the student has oral control over the grammatical material presented.

If your refugee students are headed for immediate employment, you will probably not want to spend class time teaching the principles of paragraph construction; your students will better benefit from a text which focusses on the mechanics of writing: punctuation, capitalization, and so on.

These writing texts are not designed to teach the mechanics of the Roman alphabet; they won't provide you with materials to help your Lao and Cambodian students learn the English alphabet. (Those materials are listed in Section II.C.)

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Friend, Jewell A. Writing English as a Second Language. Glenview, Ill.: Scott, Foresman and Company, 1971. About $3.25.

Composition text for beginning ESL students on the secondary level or above. Detailed, step-by-step instruction in paragraph organization, with model paragraphs, comments on the organization therein, and exercises. The examples and exercises of each unit are keyed to particular grammatical patterns.

Jaramillo, Barbara L. Conventions in the Mechanics of Writing: A Language Laboratory Manual for Foreign Students. Pittsburgh: English Language Institute, University of Pittsburgh, 1971. Book, about $4.00; tapes or cassettes, about $60. per set.

Thirty lessons in punctuation and the mechanics of writing for the beginning or intermediate ESL student. Students listen to a taped lesson, then do an exercise keyed to taped instructions.

Matthews, Patricia E. and Sabahat Tura. Practice, Plan and Write, Books I and II. New York: American Book Company, 1973. About $2.50 per book. Teachers' manual comes with books.

Two volumes, forming a complete course in writing for ESL students at the low-intermediate level. Each lesson consists of a model paragraph, language practice on the structures represented in the paragraph, a discussion of form and organization of the paragraph, and a writing assignment. All aspects of the presentations are carefully sequenced, proceding from simple sentences with be to indirect questions with if and whether. Topics covered in the paragraphs usually deal with everyday concerns.

Paulston, Christina and Gerald Dykstra. Controlled Composition in English as a Second Language. New York: Regents, 1973. About $2.50.

English composition is taught through a series of structured exercises which are appropriate for the advanced intermediate to advanced ESL student. Model paragraphs are unabridged original English. Appendix contains list of rules used in the text. Designed to prepare students for college writing.

Raimes, Ann. Focus on Composition. New York: Oxford University Press, 1978. About $6.50.

For intermediate students, a text which deals with the structures of written English and the principles of paragraph composition. Can be used in classes, small groups, or by individuals.

Rainsbury, Robert. Written English: An Introduction for Beginning Students of English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, 1977. About $6.50.

Presentation, in workbook format, of the mechanics of writing English, plus review of grammatical points, for beginning ESL students. Exercises move from controlled sentence production to free paragraph composition.

Robinson, Lois. Guided Writing and Free Writing, 2nd ed. New York: Harper and Row, 1975. About $6.00.

Textbook for intermediate students, focussing on transition from spoken to written English. Each of the twelve sections of the book concentrates on a particular point of grammar. Paragraph content and format are taught.

Seale, Barbara. Writing Efficiently: A Step-by-Step Composition Course. Englewood Cliffs, New Jersey: Prentice-Hall, 1978. About $7.50; teachers' manual included with orders.

Text to prepare secondary students and above for theme writing. Starts with discussion of the structure of paragraphs, then builds to different types of themes, e.g. argumentative themes, precis, etc.

Wishon, George E. and Julia M. Burks. Let's Write English, Books I and II. New York: American Book Company, 1968. About $4.50 for both books.

For advanced ESL students on secondary level or above. Book I is a review of basic structures and practice in combining them. Book II carries on from there, guiding the student from paragraph development into writing major prose forms. Book II also provides instruction in summary, precis, business letters, research papers, and newspaper writing. Note-taking, outlining, organizing a paper, and library use are also covered. Appendix contains useful grammatical information like lists of irregular verbs. The books are grammatically oriented, and have lots of exercises.

I.E. Vocabulary and Idioms

Memorizing vocabulary is a big hurdle for ESL students, especially those - like the refugees - whose native languages don't contain words that are cognates with English words, like the French word développement. Idioms, especially, are frustrating; these are expressions which mean something different from the sum of the meanings of the individual words. (The ESL student can, for example, look up bring, and up, but still not know what the two mean in the sentence He brings that matter up all the time.)

The sources listed here will appeal to intermediate and advanced students who worry about their vocabularies; they are a good source of work that these students can do on their own. For class purposes, however, you will probably want vocabulary that is more relevant to your students' particular employment or training goals. The books listed in Sections II. A, II. B, and II. C will provide sources along those lines.

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Barnard, Helen. Advanced English Vocabulary. Rowley, Mass.: Newbury House, 1971. About $6.00 per book.

Series of five workbooks which teach the second and third thousand most common non-technical English words used in lectures, seminars, textbooks, newspapers, journals, radio and television. Each workbook contains the vocabulary to be learned and a vocabulary-completion test (which the student can correct himself). Each new word is introduced in context and is repeated a minimum of ten times throughout the texts. Series assumes a knowledge of the first thousand words, so is aimed at intermediate students.

Cowie, A. P. and R. Mackin. Oxford Dictionary of Current Idiomatic English. Vol. I: Verbs with Prepositions and Particles. New York: Oxford University Press, 1975. About $14.00.

A dictionary of idioms, specifically phrases with verbs like bring up, get along with, get around to, etc. This is a thorough piece of scholarship which will appeal to advanced students; the meanings and grammatical characteristics of thousands of idioms are given. Idioms are British English, but there are very, very few listed that don't occur in American English as well.

Dixson, Robert J. Essential Idioms in English. New York: Regents, 1971. About $2.25.

A textbook teaching about five hundred of the commoner American English idioms. Exercises are divided into beginning, intermediate and advanced levels. An appendix contains translations of the idioms into Spanish, French and German. Text assumes about an intermediate control of English on the part of the student.

McCallum, George P. Idiom Drills: For Students of English as a Second Language. New York: Crowell, 1970. About $3.00.

For intermediate students on the secondary level and above, a series of exercises designed to teach 180 useful everyday idioms. Each unit ends in a reading incorporating the idioms taught in the unit. There are dialogues, substitution drills and homework exercises.

Reeves, George. Idioms in Action. Rowley, Mass.: Newbury House, 1975. 122 pp. About $5.50.

A workbook/text, largely self-correctable, that teaches 150 common American English idioms. Intermediate or advanced students can use it on their own; the book teaches usage as well as recognition, through a series of pleasant, informal dialogues between a Japanese man and a French woman commenting on modern American life. Each dialogue is accompanied by exercises of various types.

Wiener, Solomon. A Handy Book of Commonly Used Idioms. New York: Regents, 1958. About $1.25.

A pocket reference book of about 1200 idioms, defined and illustrated in sentences for ESL students on all levels.

I.F. Grammar Practice

The refugee who has had experience in learning either French or English in Indochina will expect to be taught formal grammar in his English class, and is often hard to convince that American ESL teaching methods will help him learn English.

The materials in this section will provide refugees who want grammar work with exercises they can do on their own. All the books listed here are designed to supplement ESL classwork: they will not, in themselves, teach the refugee to speak English.

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Crowell, Thomas Lee, Jr. Modern English Workbook. New York: McGraw-Hill, 1961. About $2.50.

Workbook for secondary students and above, containing exercises on word order, spelling, verb forms, and so on. Good for students on the advanced level.

Davis, Polly. English Structure in Focus. Rowley, Mass.: Newbury House Publishers, 1977. 375 pp., about $8.50. Teachers' manual, about $3.00; answer key, about $3.00.

A grammar review for intermediate and advanced ESL students. Grammatical points are described, then exercises are given in which the student writes out sentences containing the structures. The book is constructed so that the student can work through it on his own (especially if he is given an answer key). The grammar is high-powered enough to please even the most avid grammar student, and utilizes a sensible mixture of traditional and modern terminology.

Dixson, Robert J. Regents Workbook I, Regents Workbook II, Regents Workbook III. New York: Regents, 1956 - 69. Each workbook, about $2.00.

Workbooks (I is beginning/intermediate; II is intermediate/advanced, III is advanced) to be used as supplementary material for any ESL class. Each lesson is on a single aspect of English grammar, pronunciation, spelling or pronunciation.

English Language Services, Inc. English Grammar Exercises, Books I, II and III. New York: Collier Macmillan, 1965. Each book, about $2.00.

Workbooks for secondary students or older, to be used as supplements to any beginning or intermediate course. Books I and II are lower level, III is advanced. The exercises in the books are divided according to difficulty of vocabulary and structure patterns.

English Language Services, Inc. The Key to English Series. New York: Collier Macmillan, 1964 - 66. About $2.00 per book.

Nine exercise books on specific aspects of the grammar of English: Prepositions I, Prepositions II, Two-word Verbs, Verbs, Figurative Expressions, Vocabulary, Nouns, Adjectives I, Adjectives II and Letter Writing. Each book contains grammatical explanation, examples, drills and exercises with answers. Can be used for independent study or in the classroom.

Fuller, H. R. and F. F. Wasell. Advanced English Exercises. New York: McGraw Hill, 1961. About $3.00.

Workbook for secondary students and above in advanced English; contains grammar, vocabulary and composition exercises.

Hall, Eugene J. Building English Sentences. New York: Regents, 1969. Each book, about $1.75.

Series of workbooks on English sentence structure for the intermediate to advanced high school-or-older student. Ten books: on be, one- and two-verb sentences (i.e. compound verb phrases, compound sentences, noun clauses, adjective clauses and conditionals), verbals, adverbs, alternative ways of expressing sentences, complex sentences, adjectives, auxiliary verbs, and verb phrases.

Pack, Alice. C. The Dyad Learning Program. Rowley, Mass.: Newbury House, 1977. About $6.00 per book.

A basic grammar course/review in which two-member student teams teach and test each other. Available books are Prepositions, Pronouns and Determiners, and Verb Choices and Verb Forms.

Praninskas, Jean. Rapid Review of English Grammar, 2nd Ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975. 370 pp., about $8.50.

For advanced students who want more difficult practice material, a presentation of the structures of English with a focus on grammar, with reading and writing exercises. A widely used reference/text that the student can work through on his own.

Stieglitz, Francine. P. A. L. (Progressive Audio-Lingual Drills in English). New York: Regents Publishing Co., Inc., 1970. Tapes, about $25. per set of twelve units.

A grammar practice supplement for beginning students of ESL. Sixty units in all, each focussing on a particular grammatical structure. Sample available on request.

I.G. ESL Tests

The tests listed here test various aspects of the student's ability to speak or understand English; they do not test his educational level, achievement in areas other than English, or his general intelligence.

Conversely, tests designed to measure a native English speaker's reading level, educational level, achievement or general intelligence will not give reliable measures of a non-English speaking refugee's ability in these areas, or even in his ability in English. Tests of these sorts for native speakers of English assume that the test-taker speaks English, which is of course not the case with most of the refugees. It is counter-productive - not to mention unfair to the refugee - to give him tests designed for native speakers of English, and then deal with him on the basis of his performance on these tests.

It is widely recognized that testing peoples' ability in English has its problems, too. Communication - which is what language teaching is ultimately all about - is a complex matter, just one aspect of which is the individual's ability in the language. Any ESL test score, then, should be accompanied by a thoughtful teacher's judgment as to how the refugee gets along in his ESL class, and consideration as to how the refugee is doing on his job and in the community.

Standardized tests in ESL, like the ones listed here, are valuable even though they can't test all the aspects of language use. First, they can provide the ESL teacher with an objective measure of the refugees' progress. ESL teachers can't avoid "getting used" to their students pronunciation and errors

in syntax, and it's difficult not to overestimate student progress on the basis that the students' English is getting easier to understand.

Second, standardized tests provide the student with a concrete indication of his progress. A student can be greatly encouraged by taking a test and discovering that he got a score which is close to, say, the score necessary for admittance to a community college.

Third, standardized test scores - especially before-and-after scores - can provide administrators and monitors with an objective criterion for judging the overall effectiveness of an ESL program.

The tests listed here come with manuals discussing validity of the test, procedures for administering and scoring it, and ways the test can be used: either for placement, for diagnosis of the student's particular weaknesses, or as a measure of general achievement. (Tests of specific achievement, e.g. whether the student learned last week's lesson, are often part of the package accompanying a basic ESL text; for obvious reasons, a standardized test can't really measure progress from week to week.)

Note that while many of the tests require the student to read English, none of them is a test of reading per se. In fact, the development of standardized tests of ESL students' oral ability was partially brought about by the recognition that the knowledge of English on the part of the ESL student is different from his ability to read English, and shouldn't be tested as though the two skills were identical.

Some of the tests are designed to be given to students one at a time, i.e. those that test the student's oral production. These can take a lot of time, and to be maximally useful require two test-givers: one to ask questions and interact with the student, the other to score the student's responses. Before you give one of these tests, you should practice giving it to native English speakers, both to get the procedure down and to get an idea of the responses that are possible.

Others of the tests involve multiple-choice, answer sheets, and other apparatus of formal test-taking. Most of your refugee students will be unfamiliar with this sort of thing. If at all possible, arrange to have the test instructions translated, both orally and on paper, in your students' native languages, and plan to have a number of test monitors who will walk around the room, making sure that answers get transferred to answer sheets correctly, and so on.

Many of the tests are widely given, and have come to be known by their acronyms; those that are, are listed here with their acronyms first, e.g. the STEL test, the TOEFL and the CELT.

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Best, Jeanette, and Donna Ilyin. STEL, Structure Tests - English Language. Rowley, Mass.: Newbury House, 1976. Six levels, about $7.00 each.

Thirty-minute tests of English structure, which can be used for placement, or as measure of achievement. Each test has fifty multiple-choice items. There are two tests for beginners, two for intermediates, and two for advanced.

Brinson, Thomas C. Orientation in American English Placement Test. Silver Spring, MD: Institute for Modern Languages. Packet, including teachers' guide, test booklet, 30 student test booklets, and 30 rating sheets, about $75.

Two-part placement test to determine level of ability in English. It was designed to place students in appropriate levels of the Orientation in American English text, but has been found to be a good placement guide whatever text is used. Students are tested orally, through questions and answers, and on their comprehension, reading and writing through written answers.

Davidson, David M. Test of Ability to Subordinate. New York: Language Innovations, Inc., 1978. Test packet, about $13.00.

Test of ESL students' ability to combine sentences in English, to be used as a diagnostic tool. Student is asked to write sentences. Packet includes a teachers' manual, thirty test booklets, and sixty answer sheets.

Educational Testing Services. TOEFL, Test of English as a Foreign Language. Administered by Educational Testing Services, Princeton, N. J.

This is the famous TOEFL (pronounced toe-full, accent on first syllable) test, which is an entrance requirement for non-native students entering most American universities. The tests must be given at particular centers, as security is rigidly controlled. For information, write ETS, Box 899, Princeton, N.J. 08540.

English Language Institute, University of Michigan. Various tests, all distributed by Follett's Book Store, 322 So. State St., Ann Arbor, MI. 48108. Specimen sets available.

Michigan Test of English Language Proficiency. A three-part test of grammar, vocabulary and reading comprehension that is often required of University entrants. Can be used for placement, or as a general measure of achievement. Several forms are available, so test is good for a before-and-after series. One set consists of twenty copies of one of the forms, a hundred answer sheets, a manual and a stencil. Test takes about 75 minutes, is administered to groups. It does not test oral comprehension. Set, about $10.50.

Examination in Structure. 150-item diagnostic test. Tests knowledge of basic grammatical structures. 65 percent multiple choice, 35 percent completion items. Forms A, B, and C available; test takes an hour. Complete package of twenty tests, about $7.00.

Lado Test of Aural Comprehension. Objective test of comprehension of spoken English. Test is recorded on tape, takes twenty minutes. Package of twenty tests, Form A, B. or C, about $7.00. Tape, about $13.00.

Michigan Test of Aural Comprehension. Ninety-item test to measure understanding of spoken English. Three forms available (A,B,C). One section requires students to choose pictures to match oral cues; with careful monitoring and supervision, this section can be used to test illiterates. Test takes about twenty-five minutes. Package of twenty tests, about $9.00.

English Placement Test. One hundred item, multiple choice test, intended for placement of students in beginning, intermediate or advanced level of ESL. Test measures listening comprehension, grammar in conversational contexts, vocabulary and reading comprehension. Test is administered to groups, takes about 75 minutes. Package of twenty tests, about $10.00.

Harris, David P. and Leslie A. Palmer. CELT, Comprehensive English Language Test for Speakers of English as a Second Language. New York: McGraw Hill, 1971. Listening test with tapes, about $25.00; structure test kit, about $12.00; vocabulary test kit, about $11.00.

Test of proficiency, especially appropriate for intermediate through advanced students on the secondary level and above. Listening test requires students to answer multiple-choice questions on taped passages, and takes about 45 minutes; structure test has 75 multiple-choice questions, and takes about 45 minutes; the vocabulary test has 75 multiple-choice questions and requires 35 minutes. Can be used for placement, and as a general measure of achievement.

Ilyin, Donna. Ilyin Oral Interview. Rowley, Mass: Newbury House Publishers, 1972. Kit, about $16.00 (includes test booklet and student rating sheets).

Test of students' oral comprehension and production through a series of questions geared to pictures. Questions become progressively harder, and test progressively more complex structures. Given to students individually, takes up to about a half-hour per student. Requires practice before giving the test!

Kunz, Linda. The John Test, A Test of Oral Proficiency for ESL Placement. New York: Language Innovations, Inc., 1976. About $3.50.

A quick placement test (named after the character in the test). Students are tested orally and individually; testing takes about five minutes per student. Twenty score sheets and a ditto master are included with each test.

I.H. References for ESL Students

The items in this section will be of interest to the high intermediate or advanced ESL student, particularly the student who has studied grammar in his English classes in his native country.

We have not included bilingual dictionaries in this section. For an annotated bibliography of bilingual dictionaries in the languages that the refugees speak, see the National Indochinese Clearinghouse's General Information Series #9, "A Selected Bibliography of Dictionaries."

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Close, R. A. A Reference Grammar for Students of English. London: Longman Group Ltd., 1975. 342 pp., about $7.00.

A dense reference grammar for the very advanced ESL student. Grammar is traditional, and there are example sentences from contemporary British sources. Appendices of spelling rules and punctuation and capitalization conventions. This one is probably of more use for the teacher than the student.

Crowell, Thomas Lee, Jr. Index to Modern English. New York: McGraw-Hill, 1964. About $6.00.

Alphabetized presentation of rules with lots of examples, for the high intermediate or advanced student. Pleasant, informational style, not overloaded with terminology. All kinds of information on all aspects of English, e.g. shapes of handwritten letters, idioms, definitions of grammatical terms like anomalous finite, etc.

Hooper, Vincent F. English Verb Conjugations. Woodbury, New York: Barron Educational Series, 1975. 346 pp., about $4.00.

A list of 123 irregular verbs in English, fully conjugated for tense, mood and number, originally written "to give both native-born and foreign students a solid sense of security in their mastery of the English language." The refugee student apprehensive about irregular verbs will find this a great comfort.

Hornby, A. S. A Guide to Patterns and Usage in English, 2nd Ed. New York: Oxford University Press, 1975. About $5.50 in paperback, about $8.00 in hardback.

Hornby's Guide is a very dense, inclusive grammar designed to be used by the advanced student of English. It presents the various sentence patterns with detailed explanations and numerous examples, and gives special attention to verb tenses. There are no exercises. It is to be used as a companion reference grammar to the Oxford Advanced Learner's Dictionary annotated below.

Hornby, A. S. Oxford Advanced Learner's Dictionary of Current English, New Edition. New York: Oxford University Press, 1974. About $9.50.

Universally used and respected dictionary specifically designed not only to tell ESL student the meanings of words, but also the way they are used in sentences. The dictionary contains 50,000 headwords and derivatives, 11,000 idioms, and 50,000 illustrative phrases and sentences. There is a lengthy introduction which explains how to use the dictionary; an extremely practical, useful guide to pronunciation; appendices of such aspects as irregular verbs, affixes, and geographical names. The dictionary is a bit formidable at first, as the print is small and grammatical information is given in numbers referring to sections of the introduction; students will need some help learning to use it. With that help, however, intermediate level and above students will find in this a permanently valuable reference.

Ridout, Ronald and D. Waldo Clarke. A Reference Book of English. Portland, Oregon: English Language Services, 1970. 396 pp., about $3.50.

In its 1000 or more entries, some only a few words in length, others running to several pages, this volume provides, in clear, concise form, an exposition of grammatical and structural problems, general language terms, literary terms, overworked words, acceptable and unacceptable usage, style, pronunciation, etc., with cross-references. Simple and complex matters are given careful treatment. This book is on its way out of print; call the publisher before ordering.

II. A. ESL in Specific Vocational Areas

The books listed in this section introduce ESL students to the vocabulary of particular vocational areas or professions; their main function is not to teach the concepts of the vocation or profession, but to give the student the wherewithal to talk about his work in English, and in some cases to give him practice in the kinds of readings he will find himself dealing with.

Most of the texts assume that the student already has a good, solid command of general English. They also assume, for the most part, that the students are on a professional level, and are correspondingly sophisticated in tone and pacing.

With two exceptions, we have not included materials written to introduce the native speaker of English to the vocabulary and concepts of particular vocations. If your students are in, or preparing for, a voc ed class the subject of which is not covered in a book written for ESL students, you should contact the voc ed teacher involved for the texts that will be used in class, and adapt vocabulary and reading materials from them.

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Allen, J. P. B. and H. G. Widdowson. English in Focus. London: Oxford University Press, 1975. Students' books, about $4.00 each; teachers' editions about $7.00.

A series for advanced students, to prepare them for textbook reading in their special field of interest. Each contains a selection of reading passages, comprehension questions, word and structure drills, and writing exercises. There are also longer passages for free reading. Titles in the series: English in Physical Science; English in Mechanical Engineering; English in Workshop Practice; and English in Basic Medical Science. Some British usages and vocabulary.

Bernstein, Rosella, Charles W. Gay, Robert B. Kaplan, and Ron D. Schoesler. English at Your Fingertips, A Typewriter-Assisted Language-Learning Program. Encino, Calif.: English Language Services, 1975. About $5.50.

A textbook for teaching typing, which also reviews elements of English grammar, written for ESL students. The English is heavily grammar-oriented, and pitched at high intermediate to advanced students. The book is valuable for use in typing classes with refugee students and English-speaking typing teachers.

Cattaneo, Frank. Shop Made Easy. Phoenix, New York: Frank E. Richards Publishing Company, Inc., 1971. 134 pp., about $3.25.

A work/text written for native speakers of English, and designed to accompany actual shop work. The text will be difficult for ESL students, but the exercises are in short sentences, and should be usable by intermediate ESL students. Units on woodworking, metalworking, mechanical drawing, and plastics; lots of photographs and drawings.

Croft, Kenneth, and Billye Walker Brown. Science Readings for Students of ESL. New York: McGraw-Hill, 1968. About $3.50.

A science reader with selections dealing with biology, chemistry, earth sciences, engineering, physics, and so on, intended for advanced ESL students on the upper secondary or college level. The specialized vocabulary is controlled to about 3500 words. Comprehension and discussion exercises are included, and there is a glossary of scientific words.

English Language Services. Special English Series. New York: Collier-Macmillan International, 1966-72. Texts, about $3.50 each; set of tapes for each book (4 per set), about $65. per set.

A series designed for intermediate to advanced ESL students interested in particular vocations. Each book presents the specialized terminology used in a vocation, and outlines activities and concepts. The books contain dialogues, readings, and word study exercises. Tapes contain exercises in comprehension and pronunciation. Current titles: Medicine I, II, and III; General Aviation; Aviation Radiotelephony; Aviation Mechanics; Civil and Mechanical Engineering; Electrical Engineering; Banking; International Trade; Agriculture I, II and III; Journalism I and II; Hotel Personnel I and II; Tourism I and II; and Business.

Hall, Eugene, et al. English for Careers. New York: Regents, 1976-77. About $2.50 per book.

A program of readers which are designed to introduce ESL students to the concepts and English terminology in vocational and professional fields. Intended to train the high or intermediate ESL student to communicate in career-related subjects. Each book contains a specialized glossary and vocabulary practice, readings in the career area, and discussion questions. Present titles: Air Travel in English: Ground Services; Air Travel in English: In-Flight Services; The Petroleum Industry in English; Computer Programming in English; International Finance in English; The Air Force in English; The Navy in English; Tourism in English; Hotels in English; Restaurants and Catering in English; Hospital Services in English; Accounting in English; Atomic Energy in English; Civil Engineering in English; Electrical and Electronic Engineering in English; Mechanical Engineering in English; Mining and Metallurgy in English; International Trade in English; The Army in English; National Defense in English; Chemical Engineering in English; The Merchant Marine in English; Advertising and Merchandising in English; Aviation: Flying and Traffic Control; Agriculture in English; Publishing in English; The Environment in English; Space Technology in English and Medicine in English.

Institute of Modern Languages. Basic Electricity. Silver Spring, Maryland: Institute for Modern Languages, 1975. About $7.50.

A reading skills-builder for students in vocational programs who have reached the intermediate ESL level. It prepares the student for a regular electrician's training course while building English language skills. Presents basic concepts in electricity. Contains vocabulary and structure review exercises and a specialized glossary for reference and review.

Methold, Kenneth, and Chuntana Methold. Practice in Medical English. London: Longman, 1975. About $5.00.

Extracts from medical writings to give examples of English medical textbooks, journals, and lectures, for the advanced ESL student. Specialized vocabulary is focussed on; exercises in comprehension, vocabulary, note-taking and paraphrasing are given.

MILADY Staff. Cosmetologists State Board Exam Review, Rev. Ed. Bronx, New York: MILADY Publishing Corp., 1975. 124 pp., about $4.50.

A collection of multiple-choice test items like those which appear on tests conducted under the auspices of the National-Interstate Council of State Boards of Cosmetology. Hints on taking the test are included, and three typical state board exams are given. Should be useful in giving refugees an idea what they're up against in taking the exam itself, and as a source of vocabulary and information. The same publishers also put out a set of eight actual exams, as well as all kinds of materials for people in cosmetology.

National Indochinese Clearinghouse, Center for Applied Linguistics. English for Your Job. Arlington, VA: Pre-publication copies, 1978. (Write or call NIC, CAL for information on ordering.)

Series of supplementary texts, introducing the mid-beginning ESL student to the vocabulary of various skill areas. Modules are Clerical, Auto Mechanics, and Food Services. Each module contains ten lessons which build vocational vocabulary around grammar points typically found in beginning ESL texts. A variety of drills and activities is presented, ranging from simple repetition to communicative activities.

Rusthoi, Daniel. Prevocational English, Texts I and II. Silver Spring, MD: Institute of Modern Languages, 1974-77. Students' books, about $6.50 each; workbooks, about $5.00 each; teachers' manual, about $5.25.

Text to introduce beginning and intermediate ESL students to the English of vocations. Text I introduces vocabulary of general mechanics, electricity, plumbing and repairing, and English and metric systems of measurement. Text II goes into pre-vocational skills and techniques of map-reading, charts, graphs, etc. The workbooks provide additional practice in skills and vocabulary presented in the texts.

II. B. Employment Skills

The materials in this section come from a variety of sources. We have looked carefully at those not originally written for ESL students, and have included here only those that in our judgment are usable in ESL contexts with a minimum of adaptation, and are suitable in tone for adult refugees. You'll notice that a handful of publishers are relatively heavily represented, and others aren't represented at all; we have included only materials that we have seen, and some publishers do not send out examination copies.

The purpose of these materials (with the exception of English for Your Job, which is ESL-oriented) is to provide information on the different aspects of finding a job: job applications, want ads, job interviews, vocational counseling and job development. Presenting this kind of information in an ESL context, and building the relevant vocabulary into daily ESL drills and activities, has two very decided advantages: it makes the ESL more attractive to the refugee in search of a job, and it makes the refugee more attractive to employers.

The materials can be used either as student texts (most of them are workbooks), or as sources of information and vocabulary and ideas for the ESL teacher.

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Hudson, Margaret W. and Ann A. Weaver. I Want A Job. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1964. 36 pp., about $2.25 per book. Transparencies, about $26. per set of fifteen.

A text/workbook dealing with skills like filling out applications, reading and writing want-ads, etc. Text is kept to a minimum, and there are lots of sample forms like birth certificates, job applications, health certificates, and so on. High beginners and intermediates can handle this.

Husak, Glen, Patricia Pahre and Jane Stewart. The Work Series. Sewickley, PA: Hopewell Books, Inc., 1976.

A series of reader/workbooks for the handicapped, presenting in very simple language the bare facts about various aspects of getting and keeping a job. There is no outward indication, except for an occasional reference to a handicapped person or to the Vocational Rehabilitation Service, that the series is aimed at the handicapped. The text in each book consists of simple sentences in the present tense or with modals, for the most part, making the series one of very, very few that can be used as is in the early weeks of a beginning ESL class. Vocabulary is illustrated with line drawings or photographs, and is repeated several times in a section. There are comprehension questions (usually fill-in-the-blank) and open-ended conversation questions at strategic points in the readings. These books are of value as sources of information for the student on his own, or as readers in class. The separate titles are listed below.

Work Rules (63 pp., about $3.25 per book) Discusses caring for equipment, wearing uniforms, obeying safety regulations, being punctual, being honest and keeping one's temper. Text is restricted to present tense, modals, and past tense. Discussion is straightforward and non-moralistic in tone.

Payroll Deductions and Company Benefits (27 pp., about $2.00 per book). Explains such paycheck deductions as F.I.C.A., Federal Withholding Tax, pension plans, and insurance. Company plans, e.g. life insurance, disability insurance, pension plans and days off with pay are also explained. Text is almost entirely in simple present tense.

Where to Get Help (24 pp., about $2.00 per book). Explains social security deductions and benefits, MEDICARE, unemployment compensation, welfare and food stamps. Text includes present and past tenses and modals. The application form for a social security card, and the card itself, are reproduced in the text.

Taxes (22 pp., about $2.00 per book). Explains federal, state and local taxes, and that they are spent to provide community services. The 1040 and W2 forms are described. Text is in present tense, and relevant parts of various forms are reproduced as is.

Getting to Work (55 pp., about $3.25 per book). Explains that the only acceptable reason for missing work is illness, and that one is expected to show up in spite of difficulties like fatigue, or car failure. Continues to explain the necessity of allowing extra time to get to work if the weather is bad, or if traffic is bad or roads are being worked on. Various means of transportation are talked about - riding to work with a friend, walking, riding a bike, driving one's own car, and taking the bus - and the advantages and disadvantages of each are discussed. There's a page about a deaf girl who buys an alarm clock with a flashing light, but other than that no indication that the book is aimed at handicapped people. Text is mostly in present tense. Tone is straightforward and non-moralistic.

Trade Schools (55 pp., about $3.25 per book). Explains the difference between a high school diploma and a trade school certificate, describes the different kinds of training to be gotten at a trade school (with photographs), and outlines the procedures for getting into a trade school. There are several references to the Bureau of Vocational Rehabilitation and the Vocational Rehabilitation Center in the course of the text. Text uses present and past tenses, and modals.

How to Find a Job (60 pp., about $3.25 per book). Follows the experiences of Mike and Steve through getting work experience, then utilizing various sources (want ads, help from parents and friends, employment services, etc.) in finding a full-time job. Mike does everything right; Steve doesn't. Aimed at high school students.

How to Act at Work (71 pp., about $3.25 per book). "Rules" for success on the job are discussed, one at a time, with narratives about successful and unsuccessful people. "Rules" range from "I must be clean and neat", through "I should not lose my temper at work", to "If I don't understand the work rules, I should talk to my boss." Text utilizes present and past tenses, and modals; presentation is matter-of-fact with a minimum of moralizing.

Jew, Wing, and Carol Tandy. Using the Want Ads. Hayward, Calif.: Janus Book Publishers, Inc., 1977. 64 pp., about $3.00.

A fairly extensive treatment of want-ads in a work/text format, originally written for secondary students with low reading skills, but adaptable for ESL students on the intermediate level. The different kinds of want-ads are explained, as well as the classification system newspapers use, the alphabetizing of ads, and the different abbreviations and conventions used in ads for apartments, jobs, and things for sale. There are lots of exercises and activities. Can be used in class, or as homework for high intermediate/advanced students.

Kahn, Charles, Wing Jew, and Robert Tong. My Job Application File. Hayward, Calif.: Janus Book Publishers, Inc., 1975. 48 pp., about $2.25 per book.

An extensive presentation of the different components of a job application, originally written for secondary students with low reading skills, but adaptable for ESL students on an intermediate level. The first part of the book is a text/workbook covering personal histories, work records, key words and abbreviations (there's a nice vocabulary list), health records, necessary papers like birth certificates, paid and unpaid work experience, references, employment services, and letters asking for jobs. The second half of the book consists of nine actual job applications from companies like McDonald's, reproduced as is. The book can be used as a classroom text with intermediate students, or as homework for advanced students.

National Indochinese Clearinghouse, Center for Applied Linguistics. English for Your Job, Prevocational Module. Pre-publication copies; call or write the National Indochinese Clearinghouse for information on ordering.

Ten lessons, designed to supplement beginning ESL texts by incorporating the vocabulary of pre-vocational concerns like job interviewing, vocational counseling and job development into drills and communicative activities. Lessons are built around beginning ESL structures like present tenses, some of the modals, past tense, etc. Materials were originally written to be used with Indochinese refugees; they are to be used by teachers in class, and not as homework.

Piltch, Benjamin. A Step-by-Step Approach to Learning How To Fill Out Application Forms. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1972. 25 pp., about $2.25.

Workbook in which the various items on a job application are presented one at a time. First page has student list his name; second has him list name and address; and so on. There's no text whatever - book is usable as is with ESL students on any level.

Richey, Jim. Job Application Language: A Survival Vocabulary. Hayward, Calif.: Janus Book Publishers, Inc., 1978. 48 pp., about $2.50.

The vocabulary found on job applications is presented five at a time in lessons, aimed at poor readers, which use the vocabulary in various exercises and game-like activities. The text and instructions are probably

too high-powered for all but advanced ESL students, but the book should be a good source of vocabulary for teachers. The book was designed to precede My Job Application File, which is annotated above; but from an ESL point of view, it is much harder for students than My Job Application File.

II. C. Survival Skills

The materials in this section, like those in the preceding section, come from a variety of sources. Again, we have carefully examined the materials, and have included only those which in our judgment are suitable in presentation and tone for adult refugees.

The materials present information on, and practice in, everyday survival skills such as reading schedules, dealing with traffic signs, handling checking and savings accounts, and shopping. We have also listed some materials which teach basic math. (Any of the books on banking will have exercises in math, as well.) Most of the books can be used as homework for individual students, or - if the subject matter is of general relevance to a class - as the basis for classroom work. All of them are good sources of vocabulary and information for the teacher.

We have also included, in this section, materials which teach the student how to form the letters of the English alphabet. These can be used by Cambodian and Lao students on their own, or can form the basis for classroom work in ESL/literacy programs.

We have not included audio-visual aids, or other really expensive materials, because publishers do not send such things out for examination. If you are associated with a manpower program, vocational school or community college, you will probably find that there are audio-visual aids on survival and employment skills floating around for use with English-speaking students; many of these might be useful for your refugee classes.

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Corcoran, Eileen L. Meeting Basic Competencies in Mathematics. Phoenix, New York: Frank E. Richards Publishing Company, Inc., 1978. 67 pp., about $2.25. Teachers' key available.

A workbook of problems, designed to teach the various symbols involved in everyday mathematical operations. One problem on each page requires the student to fill in the answer on a separate answer sheet, to give practice in dealing with this kind of test-taking. Problems in the latter half of the book involve price lists, graphs, conversions to metrics, etc. The language of the word problems is relatively simple, and should be appropriate for students on an intermediate ESL level. The straight number problems should provide a good introduction to American conventions in representing mathematical operations.

Corcoran, Eileen L. and Ambrose L. Corcoran. Know the Signs - Be a Better Driver, I. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1970. 42 pp., about $2.25. Accompanying slide strips, about $20.00 for two strips.

A workbook teaching the various road signs and their meanings. Some of the exercises are geared to the accompanying slide strip. The book is intended for English-speaking poor readers, but the questions and exercises are easily adapted to ESL situations on the intermediate level.

Corcoran, Eileen L. and Ambrose L. Corcoran. Know the Signs - Be A Better Driver, Book II. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1975. 58 pp., about $2.75. Accompanying filmstrips, about $19.00 per set of two.

A workbook teaching the signs and conventions associated with superhighways and interstates. There is a general driving review, and a two-part traffic quiz, as well as a brief section on map-reading. The book was written for English-speaking poor readers; the text is fairly difficult for ESL purposes, but the exercises are easily adapted for intermediate ESL students.

Corcoran, Eileen L. Meeting Basic Competencies in Reading. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1977. 64 pp., about $2.25. Teachers' key, about $1.25.

Workbook presenting examples of everyday reading materials like record club ads, train schedules, maps, directions for using products, and so on. Students answer questions on the examples; one question per lesson is answered on a separate answer sheet, to give practice in objective test-taking. There is no explanatory text; the examples are difficult, and not for students below a high intermediate level. Book is good for homework exercises for advanced students, but probably not as an in-class text.

Fletcher, William and Patrick Kelley. Finding a Good Used Car. Hayward, Calif.: Janus Book Publishers, 1977. 64 pp., about $3.00. Teachers' manual free with order.

Text/workbook written for secondary students with low reading skills, but easily adaptable for high intermediate ESL students. Aspects of buying used cars are presented in reading passages, and vocabulary is explained and drilled in different kinds of exercises. The subject matter is of great interest to refugees, and the vocabulary dealt with is extensive. Teachers' manual.

Goltry, M. Forms in Your Future. New York: Globe Book Co., 1973. 109 pp., about $3.25 per book.

A book of twenty-four forms encountered in daily life, such as bank forms, job applications, drivers' license applications, and income tax forms. Each form is presented unsimplified, with a brief introduction and vocabulary exercises. Aimed at junior and senior high school students, but the general tone is adult. Can be used as homework for ESL students on an intermediate level, or as a classroom text.

Hudson, Margaret W. and Ann A. Weaver. Getting Ready for Pay Day. Part 2: Savings Accounts. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1966. 31 pp., about $2.00.

Text/workbook on the basics of savings accounts. The text is interspersed with exercises in comprehension and understanding of procedures of opening savings accounts, deposits, withdrawals, interest, and so on. Suitable for beginning ESL students.

Hudson, Margaret W. and Ann A. Weaver. Getting Ready for Pay Day. Part 1: Checking Accounts. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1963. 36 pp. about $2.00.

Text/workbook on the basics of check writing. Readings use short sentences; exercises provide step-by-step practice in check writing. Can be used for homework, or for in-class work, by beginning ESL students.

Institute for Modern Languages. Fundamental Math Workbooks, Book I and II. Silver Spring, MD: Institute for Modern Languages, 1972. Books, about $4.50 each. Answer key, about $3.50.

Basic math text/workbook, written for intermediate ESL students. The two texts go through fractions, decimals, equations, graphs, ratios, square and cube roots, and some geometry.

Landy, Meryl L. Let's Go Shopping. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1975. 33 pp., about $2.00.

A series of reading passages, with exercises at the end of each, on specialty shops, chain stores, mail-order houses, drugstores, and department stores. The reading passages include examples of ads, charge plates, order forms, and so on; the exercises focus on vocabulary and comprehension of the passages. The readings are narratives, and will be difficult for the ESL student; the exercises are easier.

Lennox, Art. Banking, Budgeting and Employment. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1977. 75 pp., about $2.25.

Workbook providing exercises in dealing with bank forms like checks and records thereof, deposit and withdrawal slips, credit card applications, and so on. Second part of book deals with employment skills like social security card application forms, want-ad abbreviations, etc. Both parts provide vocabulary lists, and different kinds of exercises - crossword puzzles, word mazes, and so on - utilizing the vocabulary, as well as examples of the different forms to fill out. Text is kept to a minimum, but a lot of information is packed in; refugees with a lot of English and education will be able to work through the lessons on their own.

Markley, Rayner W. Handwriting Workbook. Encino, Calif.: English Language Services, Inc., 1977. 52 pp., about $2.25.

A workbook designed specifically for ESL students whose native languages do not use a Roman alphabet. Letter shapes of both cursive and printed forms

are taught; students do exercises in letter recognition and production. The lessons were designed to accompany the company's Welcome to English series, but the workbook can be used independently. A nice feature of this book is that students are asked to write letters of normal, adult size.

Richey, Jim. Sign Language: A Survival Vocabulary, Books A, B. C, and D. Hayward, Calif.: Janus Book Publishers, 1976-77. About $2.00 per book.

Set of workbooks, originally intended for teenagers with low reading skills, teaching the vocabulary of signs that are encountered every day, e.g. slow, danger, bicycles only, authorized personnel only, etc. Can be used as is with ESL students on any level. A set of flashcards accompanies each book, as does a teachers' manual.

Roderman, Winifred Ho. Reading Schedules. Hayward, Calif.: Janus Book Company, 1978. 64 pp., about $3.00. Teachers' manual free with orders.

Text/workbook written for secondary students with low reading skills, but adaptable and useful for ESL students on the intermediate level. Presents different schedules - bus and train schedules, TV logs, time schedules, etc. - with exercises and activities.

Sherman, Elaine, and Gina DiNapoli. Today, Activity/Reference Books A-1, A-2, B-1, and B-2. Huntington Station, New York: Instructional/Communications Technology, Inc., 1977. Each book, about $2.25. Teachers' guide, about $1.75. Filmstrip set (1 filmstrip per book), about $21.00.

Work/texts, presenting a variety of everyday reading tasks. Books A-1 and B-1 present particular tasks, like filling out a social security application form; each task is broken down into steps which the student completes with teacher supervision. The lessons in A-2 and B-2 are correlated with those in A-1 and B-1, and provide self-correcting exercises for the student to do at home. There is a minimum of text, and questions, definitions of vocabulary and instructions are all given in simple sentences; refugees on all ESL levels should be able to manage the work, especially if the filmstrips are used. Tasks include using coupons, reading bills, understanding pay slips, using timetables, and so on.

Somers, David J. Learning Functional Words and Phrases for Everyday Living. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1977. 76 pp., about $2.25.

A workbook - no text whatever - listing common and crucial vocabulary like flammable, hot, fire escape, do not walk, etc. Each word or phrase is printed at the top of a page, then illustrated, then listed again with room for the student to rewrite it (in block letters). Excellent as is in beginning ESL classes for vocabulary teaching, or in ESL/literacy classes for sight-word vocabulary and writing practice.

Wool, John D. Getting Ready to Drive. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1967. 60 pp., about $2.25.

A text/workbook designed to prepare the non-academic student for his drivers' test. The text is kept to a minimum, and sentences are short; ESL students on an intermediate level should be able to work through the exercises on their own. There are lots of pictures and diagrams, vocabulary exercises and question/answer exercises. The book is aimed at teenagers, but the general tone is adult.

Wool, John D. Useful Arithmetic, Vol. II. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1972. 78 pp., about $2.25. Teachers' key, about $2.75.

A continuation of Vol. I annotated below. More word problems revolving around everyday situations, usable as is with ESL students on the high beginning level.

_____ Using Money Series Book I: Counting My Money. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1968. 62 pp., about $2.25.

Workbook teaching recognition of American coins and providing practice in counting change. Pictures of various combinations are given, and the student figures out the value of the combination. Very little text; usable as is with ESL students on the beginning level, and most valuable in ESL/literacy situations. There are three other books in the Using Money series which we haven't seen, and therefore aren't annotating; their subtitles are Making My Money Count, Buying Power, and Earning, Spending and Saving.

_____, and Raymond J. Bohn. Learning About Writing (Cursive). Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1969. 54 pp., about $2.25.

A workbook - no text whatever - introducing the letters one at a time, with diagrams showing the sequence of strokes, and lines for the student to fill in. The small letters are presented first, then practiced in common words; then the capital letters are presented, followed by words and short sentences. Usable as is for Cambodian and Lao students who need alphabet practice, and also in ESL/literacy situations.

_____, and Raymond J. Bohn. Useful Arithmetic, Vol. I. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1972. 62 pp., about $2.25. Teachers' key, about $3.00.

A workbook of word problems involving basic computations. The problems revolve around everyday situations, e.g. buying clothes, comparing prices, cost of stamps, paychecks, and so on, and are set up in such a way that there is a minimum of text and a maximum of lists, example slips, schedules, receipts, etc. Easily adaptable for ESL students on the beginning level, and usable as is on higher levels.

Zaner-Bloser. Alphabet Perception Strips. Columbus, Ohio: Zaner-Bloser, no date. About $4.25 per set.

There are the cards that seem to be mounted above the blackboards of every elementary school classroom - six-inch high green cards illustrating the

capital and lower case forms of the letters of the alphabet. Manuscript, transition cursive, and adult cursive sets are available, each with the letters color-coded to show sequence of strokes. These are nice classroom props for Lao or Cambodian students, or for ESL/literacy classes.

Zaner-Bloser. Trace-A-bet sets. Columbus, Ohio: Zaner-Bloser, no date. About $7.50 per set.

Plastic laminated cards with the letters of the alphabet for the student to trace, and space for the student to write the letter on his own. The cards are used with grease pencils, and can be erased and used over again. Arrows indicate the sequence of strokes on the model letters. Each set (one for cursive, one for manuscript) includes four cards (two upper-case and two lower-case and numbers), four grease pencils and extra lead. Suitable for Cambodian and Lao ESL students on any level, who can use them on an individual basis for writing practice; or in ESL/literacy classes.

III. Teacher Aids

The materials listed in this section were chosen primarily because they provice practical, down-to-earth suggestions and advice for the classroom ESL teacher. We have tried to include representative examples of different approaches to ESL teaching in the United States. We have also listed a couple of reference grammars (check also in the section on student references) for those who feel compelled to refresh their memories on such matters as relative clauses and subjunctives.

The TESOL acronym that crops up in several of the references stands for Teachers of English to Speakers of Other Languages, the national organization for ESL teachers. Write to TESOL (the address in in the list of publications) for information on joining.

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Blatchford, Charles H., compiler. TESOL Training Program Directory, 1974-76. Washington, D.C.: TESOL, 1975. About $2.00.

List of university programs, etc., where one can get formal training in ESL.

Burt, Marina K. and Carol Kiparsky. The Gooficon: A Repair Manual for English. Rowley, Mass.: Newbury House, 1972. About $5.50.

Sampling of ESL student errors arranged according to structure, and suggestions as to correcting them. Samples were gathered from students with various backgrounds.

Center for Applied Linguistics. ERIC/CLL Series. Arlington, VA: Center for Applied Linguistics, 1974-77.

A series of articles, books and bibliographies in languages and linguistics prepared by the Center for Applied Linguistics for ERIC. They can be ordered from EDRS, ERIC Document Reproduction Service. Titles relevant to ESL teaching for adult refugees are listed below, with ordering number and price.

1. Preparing and Using Self-Teaching Units for Foreign Languages (1974), by Gerald E. Logan. 17 pp., ED 098 808, $1.97.

12. Error Analysis in the Classroom (1975), by Patricia B. Powell. 24 pp. ED 104 161, $1.97.

13. Research with Cloze Procedure in Measuring the Proficiency of Non-Native Speakers of English: An Annotated Bibliography (1975), by John W. Oller, Jr. 32 pp. ED 104 154, $2.36.

14. Pre-Student Teaching Experiences in Second Language Teacher Education Programs (1975), by Helen L. Jorstad. 22 pp. ED 104 169, $1.97.

15. Communicative Competence (1975), by Edward D. Allen. 23 pp. ED 104 166, $1.97.

18. ERIC Materials Relating to Vietnamese and English (1975), by Jennifer DeCamp. 8 pp. ED 102 882, $1.97.

25. A Selected ERIC Bibliography on Teaching English as a Second Language to the Illiterate (1975), by Grace Joseph and others. 28 pp. ED 105 779, $2.36.

27. A Selected List of Instructional Materials for English as a Second Language: College Level (1975), by Robert P. Fox. 25 pp. ED 107 158, $2.36.

36. American Doctoral Dissertations in Foreign Language Education, 1965-74: An Annotated Bibliography (1976), by David Birdsong. 58 pp. ED 125 269, $3.91.

39. Teaching English to Speakers of Other Languages in the United States, 1975: A Dipstick Paper (1976), by Christina B. Paulston. 31 pp. ED 129 071, $2.36.

40. Testing in English as a Second Language: A Selected, Annotated Bibliography (1976), by Marie Garcia-Zamor and David Birdsong. 32 pp. ED 135 206, $2.36.

44. A Bibliography of American Doctoral Dissertations in Bilingual Education and English as a Second Language (1977), by Nancy Jokovich. 22 pp. ED 136 584, $1.97.

45. Graduate Theses and Dissertations in English as a Second Language: 1975-76 (1977), by Stephen Cooper. 29 pp. ED 136 569, $2.36.

Dobson, Julia M. Effective Techniques for English Conversation Groups. Rowley, Mass.: Newbury House, 1974. About $4.50.

Presents a variety of field-tested techniques for generating conversation among students with a basic command of English. Helps to make the translation from manipulative drill to oral communication. Samples of possible dialogues, plays, speeches, field trips, games.

Dubin, Fraida, and Elite Olshtain. Facilitating Language Learning: A Guidebook for the ESL/EFL Teacher. New York: McGraw-Hill, 1977. 249 pp., about $6.00.

A down-to-earth discussion of basic questions having to do with English teaching. The authors are concerned with the teacher as facilitator - one who enables students to learn - rather than the teacher as mere imparter of information. Sections deal with basic questions; students on different levels; the subject matter of language classes; classroom teaching techniques; adaptation of texts; and so on.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1974. About $4.50.

Practical guide to curriculum planning, lesson planning, adaptation of materials and language testing. Discusses specific techniques for teaching pronunciation, grammar, reading and writing. Appendix contains useful definitions, and an extensive bibliography.

_____ and Michael Bonomo. The Foreign Language Learner: A Guide for Teachers. New York: Regents Publishing Co., Inc., 1973. 311 pp., about $4.50.

A well-written introduction to the basics of language teaching. Section headings are Teaching and Learning a Foreign Language; Developing a Curriculum; Teaching the Features of Language; Developing the Communication Skills; Providing Cultural Insights; Planning a Balanced Program; Making Effective Use of Materials and Techniques of Instruction; Testing and Evaluation; and Some Dos and Don'ts.

Hornby, A. S. A Guide to Patterns and Usage in English, 2nd ed. New York: Oxford University Press, 1975. About $5.50 in paperback, about $8.00 in hardback.

A dense, solid grammar of the sort that one thinks of when thinking of "grammar". It was written for the advanced ESL student (we have annotated it in the section on student references) but it is probably more useful as a reference grammar for the teacher.

Ilyin, Donna and Thomas Tragardh, eds. Classroom Practices in Adult ESL. Washington, D.C.: TESOL, 1978. 209 pp., about $5.00.

A collection of many short articles on teaching strategies in ESL for adult students. Several of the authors have been teaching in programs for the refugees. The articles are grouped under the following sections: Classroom organization and management; Evaluation; Materials; General teaching practices; Cultural considerations; Techniques for special programs; Techniques for specific skill areas; and Miscellaneous. The articles are typically informal in style, and convey the impression of idea-swapping among ESL teachers.

Leech, Geoffrey, and Jan Svartvik. A Communicative Grammar of English. London: Longman Group Limited, 1975. 324 pp., about $9.00.

A reference grammar written for the advanced ESL student, but probably more useful to the teacher who wants a review. The structures of English are described by function, rather than by structure, in the main part of the book. The last section presents an alphabetical list of grammatical structures, e.g. clause, plural, subjunctive, etc., with examples and explanations.

National Indochinese Clearinghouse, Center for Applied Linguistics. Indochinese Refugee Education Guides. Arlington, Va.: Center for Applied Linguistics, 1975-78. Free.

A series of guides - this bibliography is one of them - written to acquaint Americans who are new to language teaching with the various aspects of teaching English to the Indochinese refugees. The Guides which deal specifically with ESL teaching are listed below.

General Information Series #2, "Testing English Language Proficiency." A brief discussion of ESL testing, and an annotated bibliography of available tests.

General Information Series #9, "A Selected, Annotated Bibliography of Dictionaries." A short discussion of the uses and problems of bilingual dictionaries, followed by an annotated list of available bilingual dictionaries involving English and either Vietnamese, Khmer (Cambodian), Lao, or Hmong (Meo).

General Information Series #11, "Teaching English Structures to the Vietnamese." An informal discussion of the differences between English and Vietnamese simple sentences, and the possible problems these differences might cause for Vietnamese speakers learning English.

Adult Education Series #2, "Teaching Indochinese Refugee Adults: A Selected, Annotated Bibliography of Materials." This is what you have in your hands.

Adult Education Series #3, "Learning English a Different Way." A brief explanation, in English, Vietnamese, Khmer and Lao, of language teaching in the United States, and its focus on speaking rather than grammar and translation.

Adult Education Series #6, "English Lessons for Refugee Adults - A Guide for Volunteers, Tutors and Teachers." A very basic how-to-do-it manual on teaching ESL, aimed at the sponsor or volunteer with no previous experience in teaching.

National Indochinese Clearinghouse, Center for Applied Linguistics. Indochinese Refugee Education Guides. Arlington, Va.: ERIC Document Reproduction Service, 1975-78.

The same series as in the previous annotation, but some of them are available only through EDRS. Teacher aids available through EDRS from the series are listed below, with price and ED number; orders must be prepaid.

General Information Series #4, "Teaching English Pronunciation to the Vietnamese." An informal contrastive analysis between English and Vietnamese, with a discussion of the problems Vietnamese speakers have in pronouncing English, and some suggestions for solutions. (ED 116489; $1.67)

General Information Series #5, "Teaching English to the Vietnamese: Textbooks and Classes." A very basic discussion of the nature of ESL textbooks and classes, and how they differ from texts and classes for native speakers of English. (ED 116490; $1.67)

Adult Education Series #4, "ESL Reading Materials for Adults." A fairly extensive bibliography of ESL readers, and other materials adaptable for ESL reading. (ED 129062; $1.67)

Paulston, Christina B., and Mary Bruder. From Substitution to Substance. Rowley, Mass.: Newbury House Publishers, 1976. About $7.50.

A discussion of different kinds of drills in ESL teaching, and the progression of drills from mechanical to communicative. Provides practical, substantive advice for dealing with students who can repeat and manipulate sentences, but have problems communicating in English. Includes list of structures taught in most beginning ESL classes, with samples of mechanical, meaningful and communicative drills for each.

Rivers, Wilga M. and M. S. Temperley. A Practical Guide to the Teaching of English as a Second or Foreign Language. New York: Oxford University Press, 1978. About $8.50.

A discussion of ESL teaching vis-a-vis recent developments in psychology and linguistics, with examples and exercises.

_____ Speaking in Many Tongues: Essays in Foreign Language Teaching. Rowley, Mass.: Newbury House, 1972. About $6.00.

Collection of eleven articles written between 1968 and 1972, on various aspects of foreign-language teaching. Indexed by subject for easy reference. Good, practical articles useful to the language teacher whatever his background.

Saville-Troike, Muriel. Foundations for Teaching English as a Second Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976. 151 pp., about $7.00.

A discussion, aimed at ESL teachers, regular classroom teachers and reading specialists, of the particular problems faced by the non-English-speaking child, from the point of view of recent developments in bilingual education. While focussing on the problems of children, the book presents practical advice for teachers of adults as well.

IV. Information on the Languages and Cultures of the Refugees

In this section, we have listed, among other things, representative works in English on the languages and cultures of Vietnam, Laos, and Cambodia. Many of them are out of print, but a public library of any size ought to have them.

The National Geographic articles are worth a couple of hours at the library. Read through in chronological order, they give an excellent picture of Indochina before the war, and of the changes that took place as the war progressed.

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Abercrombie, T. J. "Cambodia: Indochina's 'Neutral Corner'." National Geographic Vol. 127, No. 4 (October, 1964), pp. 514-551.

Picture-essay on life in Phnom Penh, and in the rural areas of Cambodia. Different aspects of Cambodian life are touched on briefly, e.g. descriptions of Angkor Wat, rice farming, marriage and funeral services, a rubber plantation, etc. Cambodia's precarious position as a neutral country is discussed, and official and unofficial attitudes towards Americans.

Buttinger, Joseph. A Dragon Defiant. New York: Praeger Publishing Company, 1972. Out of print.

A short history of Vietnam for the general reader. The book contains a wealth of information on the land, the people and their history.

Department of the Army. Area Handbooks. Washington, D.C.: U.S. Government Printing Office.

These are extensive descriptions of the countries involved, written by the staff of the American University Foreign Area Studies Division; they were written to provide Army personnel with background information, non-technical but detailed, on the history, geography, people and economics of the countries in Southeast Asia. The separate handbooks, with their ordering numbers and prices, are listed below:

Area Handbook for South Vietnam (1967) No. 008-020-00333-6; $6.75.

Area Handbook for Cambodia (1968) No. 008-020-00445-6; $5.95.

Area Handbook for Laos (1972) No. 008-020-00467-7; $5.60.

Ehrman, Madeline E. Contemporary Cambodian: Grammatical Sketch. Washington, D.C.: Foreign Service Institute, Department of State, 1972. Available as ERIC Document ED 066 094 ($6.50), from ERIC Document Reproduction Service.

Reference grammar designed for use with the Contemporary Cambodian textbooks used at the Foreign Service Institute. Contains a brief introduction to the language and its speakers, followed by a sketch of the phonology and an outline of the syntax. Final chapter discusses special problems of vocabulary and usage, focussing on the effects of relative age, social class, and relationships.

Garrett, W. E. "No Place To Run: The Hmong of Laos." National Geographic Vol. 145, No. 1 (January, 1974), pp. 78-111.

An article on Hmong culture, with pictures, which among other things contrasts traditional village life with conditions imposed by the war. The maps are especially useful.

McAllister, John, and Paul Mus. The Vietnamese and Their Revolution. New York: Harper and Row, 1970. Out of print.

The Vietnamese approach to political and social revolution, seen against the background of the Vietnamese social system. A thoughtful work that can help the reader acquire the perspectives with which to understand the events in Vietnam in recent years.

Moore, W. R. and M. O. Williams. "Portrait of Indochina." National Geographic Vol. 99 (April, 1951), pp. 461-490.

A presentation of the paintings of Jean Despujols, a French painter who traveled extensively in Indochina before the Second World War. He seems to have specialized in portraits of minority women, which are exquisitely pretty. The pictures are accompanied by descriptions of the peoples Despujols painted.

National Geographic Society. "Southeast Asia." National Geographic, Vol. 142, No. 3 (March, 1971), pp. 296-364.

A big double article on Southeast Asia, with a very useful, informative accompanying map that is available separately. Part I, "Mosaic of Cultures" by Peter T. White, gives the history of the migrations into the area from China and India, and the formation of kingdoms among these migrating peoples and those already inhabiting the area, and shows how various wars have shaped the countries that exist today. Discusses village life, and the effect the war had on it. Part II, "New Light on a Forgotten Past," by W.G. Solheim, II, is a detailed description of archeological expeditions in the area, and a suggestion that Southeast Asia might have been the "cradle of civilization" rather than the Middle East, and that Southeast Asia might have influenced the development of China and India rather than vice-versa. Suggestions are supported by domesticated plant life and cast bronze works found in the area which date before those found in the Middle East.

National Indochinese Clearinghouse, Center for Applied Linguistics. Indochinese Refugee Education Guides. Arlington, Va.: Center for Applied Linguistics, 1975-78. Free.

The Guides which provide information on the languages and cultures of the refugees are listed below.

General Information Series #6, "A Brief Look at the Vietnamese Language: Sounds and Spellings" (1975). An informal description of the sound and spelling systems of Vietnamese, with examples of handwriting.

General Information Series #13, "Perspectives on a Cross-cultural Problem - Getting to Know the Vietnamese" (1976). A discussion of Vietnamese cultural

traits and how they color Vietnamese responses to American life, and a bibliography of references on Vietnamese culture.

General Information Series #14, "The Hmong Language: Sounds and Alphabets" (1978). An informal presentation of background information on Hmong origins, language and names, followed by a description of the sounds and tones of the language, and a discussion of the alphabet situation for Hmong.

General Information Series #15, "The Hmong Language: Sentences, Phrases and Words"(1978). A brief sketch of the grammar of Hmong, followed by information of the sort that can be found in dictionary appendices: clan names, common given names for boys and girls, units of measurement, kinship terms, and so on.

General Information Series #15, "Glimpses of Hmong Culture and Recent History in Laos" (1978). An article on traditional Hmong culture by G. L. Barney, a missionary who spent several years among the Hmongs, and a brief history of the Hmongs in Laos and in the refugee camps by Yang See Koumarn, a Hmong refugee.

General Information Series #17, "An Annotated Bibliography of Materials on the Hmongs of Laos" (1978). An extensive bibliography of books and articles on Hmong culture, language, and involvement in the war.

National Indochinese Clearinghouse, Center for Applied Linguistics. Indochinese Refugee Education Guides. Arlington, Va.: EDRS, ERIC Document Reproduction Service, 1975-78.

The Guides on Indochinese cultures and languages which have to be ordered through EDRS are listed below, with ordering number and price.

Elementary Education Series #13, "Vietnamese History, Literature and Folklore" (1976). An annotated bibliography of materials in English on Vietnamese history, literature and folklore, suitable for elementary students. ED 116484, $1.67.

Intermediate/Secondary Education Series #1, "Vietnamese History, Literature and Folklore" (1976). An annotated bibliography of materials on Vietnam in English, suitable for upper elementary, junior high and high school students. ED 116480, $1.67.

General Information Series #3, "Education in Vietnam: Fundamental Principles and Curricula" (1976). A detailed description of the educational system in Vietnam. ED 116488, $1.67.

Perazic, Elizabeth. "Little Laos, Next Door to Red China." National Geographic Vol. 117 (January, 1960), pp. 46-69.

An introduction to the country, with more domestic detail than National Geographic articles usually have. The author describes her daily small adventures settling in to life in Laos, and records her impressions of the different cultures (there are charming pictures of minority people - including one of three Khas looking puzzled as Dr. Tom Dooley plays on an upright piano for them). The article was written and photographed before the war had taken extensive hold, and forms a real contrast to the White August 1961 article annotated below.

Lebar, Frank, and Adrienne Suddar. Laos: Its People, Its Society, Its Culture. New Haven, Conn.: Human Relations Area File Press, 1960. 294 pp., about $9.50.

A useful general introduction to the cultures of Laos. It includes sections on history, religion, politics, daily life, education, and so on, all carefully researched and thoughtfully discussed.

Ponchaud, Francois. Cambodia: Year Zero. New York: Holt, Rinehart and Winston, 1978. 212 pp., about $9.50.

A description of the current regime in Democratic Kampuchea, based on accounts from hundreds of Cambodian refugees, and on official documents and Radio Phnom Penh. Ponchaud, who spent ten years in Cambodia, and speaks and reads Khmer, discusses events leading up to the takeover, then describes the mass exodus of the people from the cities, and the policy of execution rather than re-education.

Shaplen, Robert. "A Reporter at Large: Survivors." The New Yorker, September 5, 1977, pp. 33-66.

An article on the refugee camps in Thailand. Shaplen first discusses the differences between the dispersal of the original refugees in May, 1975, and the later refugee movement, both by sea - the boat cases - and the overland movement into Thailand. He then discusses the activities of the United Nations High Commissioner for Refugees, in finding permanent homes for the refugees; he goes into the problems, and outlines the circumstances under which refugees were being allowed into the United States at the time. Shaplen visited seven of the fourteen refugee camps in Thailand; the bulk of the article is a description of the conditions he found in the camps, and a retelling of stories told him by refugees there: accounts of circumstances under communist regimes, and escape stories. He ends the article with a discussion of the Indochinese refugee problem in the context of the humanitarian challenge presented by all refugee groups, whatever the politics involved.

Sochurek, Howard. "Viet Nam's Montagnards." National Geographic Vol. 133, No. 4 (April, 1968), pp. 443-487.

Essay, with pictures, on the minorities in Vietnam (many of whom are culturally and linguistically related to the Cambodians). The Jeh, Mnong, and Jarai people and villages are described, with discussions of religious beliefs, daily life, and customs. The caught-in-the-middle aspects of the minorities' position with regard to the Americans, North Vietnamese and South Vietnamese are discussed, as well as American efforts on the Montagnards' behalf.

Steinberg, David et al. Cambodia: Its People, Its Society, Its Culture. New Haven, Conn.: Human Relations Area File Press, 1959. Out of print.

A carefully researched and written discussion of Cambodia and its people, focusing on the problems the country faced during the 1950's.

Sully, François, Ed. We, The Vietnamese: Voices from Vietnam. New York: Praeger Publishing Co. 1971. Out of print.

A collection of writings by a selected group of writers on Vietnam - many of them Vietnamese. The books contain basic facts about the land, its people and their beliefs, customs and values.

Thompson, Laurence C. A Vietnamese Grammar. Seattle, Wash.: University of Washington Press, 1965. About $8.00.

A description of the phonology, morphology and syntax of Vietnamese, with discussions of dialect variation and the alphabet.

White, Peter T. "Behind the Headlines in Viet Nam." National Geographic Vol. 131 (February, 1967), pp. 149-189.

A description of Hue, which at the time was relatively untouched by the war: the architecture, daily life, religion, and so on. Then Da Nang, with its American military base, is described in contrast.

_____ "Report on Laos." National Geographic Vol. 120 (August, 1961), pp. 241-275.

A picture of Laos at war, contrasting with the picture given in the Perazic article (January, 1960) annotated above. White describes the American philanthropic effort, the different cultures in Laos, and the effects of "modernization" - both American and Pathet Lao - on the daily life of values of the people in Laos.

_____ "Saigon: Eye of the Storm." National Geographic Vol. 127 (June, 1965), pp. 834-827.

A description of Saigon, and how its daily life was being affected by the war. President Johnson had just ordered the Americans evacuated from Saigon, and the article describes in detail the philanthropic work the Americans had been doing, and how the work would be affected by the evacuation.

_____ "The Mekong, River of Terror and Hope." National Geographic Vol. 134, (December, 1968), pp. 737-787.

Picture essay on the Mekong, starting from the Burma-Thailand-Laos border, and following it down to the Delta in Vietnam. White discusses the four-nation Mekong Project, how it was helping the various peoples involved, and the problems - cultural and ecological - encountered in implementing the project.

V. Ordering Suggestions and Publishers' Addresses

One of the most frustrating aspects of teaching a class is waiting for a textbook order to arrive, especially if your order is small and the publishing company is big.

If you are associated with a school of some sort, your school might have a representative of the publishing company from whom you want to order something; an order placed personally with this representative seems to be filled faster, on the average.

You can also place an order through your local bookstore, for any of the materials listed here which are published by a commercial publisher. Your local bookstore will also be able to tell you if a particular publisher has a regional office.

As a last resort - sometimes the fastest, if the publishing company is small - you can place an order directly with the publisher. (If you are telephoning a publisher to place an order, or to ask for information, you will save time by asking the first person who answers for "Customer Services"; the people in Customer Services will be able to give you all necessary information on ordering, prices, and so on, but they won't be able to tell you anything about the contents of the book.)

The addresses of all the publishers of materials listed in this bibliography are given below.

****

Addison-Wesley Publishing Co.
South Street
Reading, Mass. 01867
617/944-3700

The Alemany Press
P. O. Box 5265
San Francisco, CA 94101
415/661-1515

American Book Company
Litton Educational Pub., Inc.
Litton Industries
450 W. 33rd Street
New York, N.Y. 10001
212/594-8660

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, N.Y. 11797
516/921-8750

Collier-Macmillan Int'l., Inc.
866 Third Avenue
New York, N. Y. 10022
212/935-2000

Thomas Y. Crowell Company
666 Fifth Avenue
New York, N. Y. 10019
212/489-2200

Educational Testing Services
Box 899
Princeton, N. J. 08540
609/921-9000

English Language Institute
University of Pittsburgh
Pittsburgh, Pa. 15260
412/624-4141

English Language Services
16250 Ventura Blvd.
Encino, CA 91436
213/990-7776

ERIC Document Reproduction Service
Computer Microfilm Corporation
P. O. Box 190
Arlington, Va. 22210
703/841-1212

Frank E. Richards Publishing Co., Inc.
P. O. Box 66
Phoenix, N. Y. 13135
315/695-7261

Globe Book Company
175 Fifth Avenue
New York, N. Y. 10010
212/741-0505

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, N. Y. 10017
212/754-3100

Harper and Row Publishers
Keystone Industrial Park
Scranton, Pa. 18512
717/343-4761

Holt, Rinehart and Winston
383 Madison Avenue
New York, N. Y. 10017
212/688-9100

Hopewell Books, Inc.
1670 Sturbridge Drive
R. D. # 1
Sewickley, Pa. 15143
412/366-3287

Human Relations Area Files Press
P. O. Box 2015
Yale Station
New Haven, Conn. 06520
203/777-2334

Institute for Modern Languages
2622 Pittman Drive
Silver Spring, Md. 20910
301/565-2580

Instructional/Communications
Technology, Inc.
Huntington Station, N. Y. 11746
516/549-3000

Janus Book Publishers
3541 Investment Blvd., Ste. 5
Hayward, CA 94545
415/785-9625

Language Innovations, Inc.
200 West 72nd Street, #67A
New York, N. Y. 10023
212/873-9476

Longman, Inc.
19 West 44th Street
New York, N. Y. 10036
212/764-3950

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N. Y. 10019
212/997-1221

Milady Publishing Corp.
3839 White Plains Road
Bronx, N. Y. 10467
212/881-3000

MODULEARN, Inc.
P. O. Box 635 E
San Juan Capistrano, CA 92675
714/493-8112

National Geographic Society
17th and M Streets, N.W.
Washington, D. C. 20036
202/857-7000

National Indochinese Clearinghouse
Center for Applied Linguistics
1611 North Kent Street
Arlington, Va. 22209
800/336-3040
703/528-4312

Newbury House Publishers
68 Middle Road
Rowley, Mass. 01969
617/948-2704

The New Yorker
25 West 43rd Street
New York, N. Y. 10036
212/695-1515

Oxford University Press
1600 Pollitt Drive
Fairlawn, N. J. 07410
212/564-6680

Praeger Publishers, Inc.
Holt, Rinehart and Winston
383 Madison Avenue
New York, N. Y. 10017
212/688-9100

Prentice-Hall, Inc.
Englewood Cliffs, N. J. 07632
201/592-2000

Regents Publishing Co., Inc.
2 Park Avenue
New York, N. Y. 10016
212/889-2780

Science Research Associates, Inc.
259 East Erie Street
Chicago, Ill. 60611
800/621-0664

Scott, Foresman and Co.
1900 East Lake Avenue
Glenview, Ill. 60025
312/729-3000

TESOL (Teachers of English to
Speakers of Other Languages)
455 Nevils Building
Georgetown University
Washington, D. C. 20057
202/337-7264

Transemantics, Inc.
1901 Pennsylvania Ave., N.W.
Washington, D. C. 20006
202/659-9640

U. S. Government Printing Office
Documents Department
Washington, D. C. 20402
202/783-3238

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Follett's Book Store
322 So. State Street
Ann Arbor, MI 48108
313/662-6594

University of Michigan Press
615 East University
Ann Arbor, MI 48106
313/764-1817

University of Washington Press
Seattle, WA 98105
206/543-4050

Winthrop Publishers
Prentice-Hall
Englewood Cliffs, N. J. 07632
201/947-1000

Zaner-Bloser
612 North Park Street
Columbus, Ohio 43215
614/221-5851